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ABSTRACT

In order to determine the specific counseling needs of the adult learner, staff of the Adult Counseling Project began by conducting a literature search pertaining to the problems of returning students and those considering a return to school. The review revealed that little is known about the educational and vocational needs of the returning adult. A second phase of the Adult Counseling Project involved (1) a survey of students enrolled in postsecondary vocational institutions ranging in age from 21 to over 50, and (2) a survey of those considering a return to school who also ranged in age from 21 to over 50. This survey involved administering a questionnaire to 650 students enrolled in three VTAE (Vocational, Technical, and Adult Education) schools in Wisconsin--Green Bay, LaCrosse, and Milwaukee, and to 100 nonstudents in the communities. Both the literature review and the results of the survey suggest that adults returning to school have academic and guidance needs which are only gradually being recognized and met. In particular, effective career guidance and study skill programs need to be developed and implemented for older students, since the bulk of existing study skills programs and career guidance strategies appears to be geared to adolescents and very young adults. (WL)

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adult counseling project

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

The 1975-76 Survey of Adult Counseling Needs in Adult Education is based on the rapid important changes in the structure of the world of work today. Jobs and skills may become obsolete as new jobs appear, requiring new skills and more formal educational/vocational training. Due to the presently tight job market, job vacancies may occur in one geographic area, while labor supply exceeds demand in another. These and other changes in the structure of society and the nature of labor demands have created a situation in which the majority of the adult population changes jobs several times in the course of their lives.

Because of this, most adults require job retraining and/or acquisition of new skills at various points in their employment history. In addition, large percentages of adults must change their geographic locations several times in order to secure jobs. With changes in employment status, job security and physical mobility, most adults are also faced with a need to make appropriate changes in their goals and aspirations. Many adults will be highly motivated to accept the challenges of our rapidly changing technological society. Others, however, will need help in accepting and adjusting to the changes. Career decision-making skills and individual feelings of inadequacy will need attention. Many adults will require the assistance of a counselor.

In order to deal effectively with these problems, concerted VTAE district efforts toward providing adult guidance and counseling services are needed. Expansion of services could and should include such activities as special testing, counseling, placement, pre-enrollment guidance, long-term counseling and financial help. These services should be made available to both day and evening adult students. Our findings thus far--based on a study of three Wisconsin Vocational Schools involving 1824 students and prospective students--indicate that these concerns are widely experienced today.

Summary

In order to determine the specific counseling needs of the adult learner, staff of the Adult Counseling Project began by conducting a literature search (see Annotated Bibliography, Appendix 1) pertaining to the problems of returning students and those considering a return to school.

The review as a whole reveals that little is known about the educational and vocational needs of the returning adult, and that there is a concomitant scarcity of available materials geared specifically to the educational and guidance needs of that group.

A second phase of the Adult Counseling Project involved (1) a survey of students enrolled in post-secondary vocational institutions ranging in age from under 21 to over 50, and (2) a survey of those considering a return to school who also ranged in age from 21 to over 50. The survey questionnaire was

pilot tested at the Madison Area Technical College and the University of Wisconsin Counseling Center for Continuing Education Services. The areas of LaCrosse, Green Bay and Milwaukee were chosen as the final sampling locations to insure cross-sections of students and non-students in the state. Results obtained thus far from enrolled students as well as from prospective students have revealed that over two-thirds of the respondents in nearly all age classifications at all three locations are greatly concerned about career exploration and vocational guidance. Typical responses reveal that students "need more information about jobs and occupations," "need to know more about . . . vocational abilities," and are concerned about "being unemployed after graduation." Respondents also indicated that they were interested in obtaining skills, although this concern varied by age, sex, and school. Students designated as study skills those activities involved in adequate school performance, such as doing well on exams, giving oral reports, writing well, understanding text books and pacing studies.

Methodology

Two pilot questionnaires were designed, one for adult students presently enrolled in an educational institution and one for prospective adult students considering returning to school. The questionnaires were tested at the Madison Area Technical College and at the Center for Continuing Education

Services at the University of Wisconsin-Madison campus. The questionnaires were designed to obtain personal data and describe individuals according to sex, age, marital status and whether the adults enrolled in a vocational school were attending on a full or part time basis, how many years since they were last enrolled and asked for their highest grade level attained. In addition, they were asked if they were presently working while attending school and what kind of program they were enrolled in.

The second section of the questionnaire dealt with the concerns and needs of returning students. Each individual was asked to rate his/her level of concern based on a Likert scale ranging from 0 to 3.

The final section of this questionnaire asked who they would go to if they were having problems with their schooling (e.g. needing help in learning how to study, outside activities interfering with school work, any problems with personal conflicts in their lives in relation to school, or if they needed more job or occupational information). The list of people suggested for them to turn to included an instructor, an administrator, a member of student services (e.g. counselor), fellow students, or a member of their family. They were asked to list the reason for their choice.

The pilot questionnaire for the prospective adult students who might be considering returning to school was very similar

to the questionnaire for the presently enrolled students with variation on only a few questions.

After the results of the pilot study it was found necessary to shorten both questionnaires and make extensive changes such as eliminating the Likert scale, condensing the age brackets into broader categories, and, most importantly, developing more adequate questions that would assess more efficiently the students' and nonstudents' concerns and needs (see Appendices 2 and 3).

Revised questionnaires were distributed in three VTAE schools in the State of Wisconsin; Green Bay, LaCrosse and Milwaukee. Three administrators of student services personnel were employed in each respective school to administer and collect the questionnaires and return the data. Each administrator was sent 650 enrolled student questionnaires and 100 nonstudent questionnaires to be mailed to nonstudents in the community. We requested the following breakdown:

Enrolled Students

Age	Male	Female
Under 21	50	50
21 - 25	50	50
26 - 35	50	50
36 - 49	50	50
Over 50	50	50

Non-students in the Community

21 - 25	10	10
26 - 35	10	10
36 - 49	10	10
Over 50	10	10

Information from nonstudents was collected by administrators at the three schools. One administrator requested people who came in to the building to obtain information concerning various programs to fill out a questionnaire. Another administrator asked his employees in student services to mail the questionnaires to people in the area who were considering returning to school, such as friends, relatives and husbands or wives. The third administrator asked personal friends working in industry to fill out the questionnaires.

1824 questionnaires from the three districts were returned including both adults presently enrolled in school and adults considering returning to school.

Results

A preliminary analysis of the data suggested that over one-third of the male and female respondents in nearly all age groups at all three campuses are greatly concerned about career exploration and vocational guidance ("I need more information about jobs and occupations," "need to know more about my vocational abilities," and concern about "being unemployed after graduation.") The second major area of concern, which varied somewhat by age, sex and school was study skills (doing well on exams, giving oral reports, getting studies done on time, interference of outside activities with school, required to take courses, writing difficulty and difficulty understanding textbooks).

The final analysis consisted of a chi square analysis according to school, sex, age, full or part-time student.

Table One shows the percent of respondents indicating a concern for each item; the eleven items which concerned over 15% of the respondents were subjected to further analysis.

Table Two presents an analysis by school (Milwaukee, Green Bay, and LaCrosse), Table Three an analysis by sex, Table Four an analysis by age and Table Five an analysis according to full-time or part-time student status.

A summary stereotype would suggest younger male, full-time students in Milwaukee express the greatest concerns and older female, part-time students at LaCrosse express the least amount of concern.

A brief summary statement follows each table.

Table One

Percentage of Students Indicating a Concern for Each Item

Item	%
Needing more information about jobs	30.3
Know about vocational abilities	21.8
Unemployment	16.9
Outside activities interfering with studies	17.2
Family not being supportive	15.7
Money for education	18.1
Transportation	15.4
Oral reports	35.5
Doing well on exams	19.6
Required courses	18.0
Difficulty with Mathematics	12.0
Not know what is expected in class	10.4
Failing a course	15.7
Writing papers	14.6
Hard to understand teachers	12.3
Textbooks hard to understand	9.7
Slow reader	8.8
Taking notes in class	9.0
Personal appearance	5.4
What I think not shared by most students	7.0

Table Two

Chi Square Analysis by School of Items Concerning over 15% of the Respondents

Item	Percent expressing a concern by school				
	Milwaukee	Green Bay	LaCrosse	Chi Square	Sign
Job Information	34	32	25	10.4	.01
Own Vocational Abilities	23	24	15	13.5	.01
Unemployment	19	16	15	3.29	N.S.
Interference of Outside Activities	20	16	18	2.57	N.S.
Money for School	23	14	13	20.5	.01
Oral Reports	16	18	15	2.2	N.S.
Studies Done on Time	19	12	13	8.8	.01
Examinations	45	41	29	30.3	.01
Required Courses	25	18	21	6.0	.05
Mathematics Difficulties	24	18	18	7.3	.05
Writing	17	18	15	2.4	N.S.

It can be seen from the above table that money, getting studies done on time, and mathematics were of greatest concern to Milwaukee students. Job information, knowing one's abilities and exams were of least concern to LaCrosse students. Having to take required courses was of least concern to Green Bay students.

Table Three

Chi Square Analysis by Sex for Items Concerning over 15% of the Respondents

Item	Males	Females	Chi Square	Significance
Job Information	30	31	.13	N.S.
Own Vocational Abilities	19	23	3.3	N.S.
Unemployment	15	18	1.5	N.S.
Interference of Outside Activities	21	15	9.0	.01
Money for School	14	20	7.9	.01
Oral Reports	16	17	.4	N.S.
Studies Done on Time	20	9	0.4	.01
Examinations	37	40	1.1	N.S.
Required Courses	24	19	4.5	.05
Mathematics Difficulties	21	19	.7	N.S.
Writing	17	16	.6	N.S.

Males seem more concerned with outside activities interfering with school, getting studies done on time and taking required courses. Females express more concern regarding money for school.

Table Four

Chi Square Analysis by Age for Items Concerning over 15% of the Respondents

Item	Under 21	21-25	Over 25	Chi Square	Significance
Job Information	44	38	22	66.9	.01
Own Vocational Abilities	23	22	19	2.5	N.S.
Unemployment	33	22	8	119.4	.01
Interference of Outside Activities	25	21	15	20.6	.01
Money for School	23	24	12	34.7	.01
Oral Reports	26	16	13	31.6	.01
Studies Done on Time	17	17	13	3.8	N.S.
Examinations	57	35	33	56.2	.01
Required Courses	41	20	14	108.5	.01
Mathematics Difficulties	24	20	18	6.6	.05
Writing	23	17	14	13.0	.01

Respondents over 25 were much less concerned regarding job information, unemployment, interference of outside activities and money for school. Students under 21 were most concerned over oral reports, examinations, required courses, math and writing ability.

Table Five

Chi Square Analysis according to Full-Time and Part-Time Student Status, for Items Concerning over 15% of the Respondents

Item	Full-Time	Part-Time	Chi Square	Significance
Job Information	43	23	64.7	.01
Own Vocational Abilities	21	20	.2	N.S.
Unemployment	32	7	151.8	.01
Interference of Outside Activities	23	15	14.4	.01
Money for School	24	12	40	.01
Oral Reports	24	12	39	.01
Studies Done on Time	18	13	6	.05
Examinations	54	28	101.7	.01
Required Courses	40	9	203.4	.01
Mathematics Difficulties	27	15	31.8	.01
Writing	22	13	22.8	.01

Not surprisingly full-time students are more concerned about nearly everything.

Non-student response

An insufficient number of non-students (N = 301) were available for analysis of concerns by school. There were only minimal differences in concerns between males and females and among the various age groups. Non-students who anticipated studying full-time in the future were more concerned about having sufficient job information, being unemployed after completing training and having sufficient money for their education. Students and non-students tended to have the same concerns.

Conclusions and Recommendations

Both the literature review and the results of the survey obtained thus far suggest that adults returning to school have academic and guidance needs which are only gradually being recognized and met. In particular, effective career guidance and study skill programs need to be developed and implemented for older students. At present, because of the lack of direct attention to the problems of older students, the bulk of existing study skills programs and career guidance strategies appears to be geared to adolescents and very young adults. For the next phase of the Adult Counseling project, the staff proposes to review study skills and career guidance materials presently available as to their appropriateness for adults

returning to school. These materials could then be adapted, modified or revised, and new materials developed to answer the needs of adult students. Thus, the staff proposes to draw upon their previous work, the literature on adult and survey results of student needs, to structure program materials and procedures needed to meet the unique needs of adult students. This will be accomplished by designing and administering further surveys and field interviews to appropriate subject groups.

Objectives

To formulate a counseling program for returning adult students, the staff of the Adult Counseling project proposes to accomplish the following:

1. To survey student services personnel regarding the appropriateness of existing career guidance materials and study skills programs for use with adults.
2. To modify existing and/or develop appropriate adult-oriented career guidance materials and study skills programs.
3. To field-test materials and programs.
4. To orient student services personnel to newly developed materials and programs and/or more appropriate approaches to utilizing materials and programs with adults.

The Adult Learner: An Annotated Bibliography

December 1975

Philip A. Perrone

Sandy A. Davis

Two ERIC searches have been conducted to determine (1) what is known about the unique needs of adults returning to post-high school education or training and (2) the existence of specific programs to meet these needs. In conducting the ERIC search the following descriptor words have been used:

Adult Counseling

Adult Counseling Programs

Adult Education and Counseling

Career Guidance

Career Planning

Educational Counseling

Occupational Counseling

Vocational Counseling

After reviewing all the articles, books and monographs which were listed (approximately 300) in the ERIC system it was decided there were only 19 documents which contained information which could be helpful in understanding adult needs and identifying programs structured to meet these needs. In order to share these findings, an annotated bibliography has been prepared. It is safe to conclude from this review that little is known about the educational and vocational needs of the returning adult.

The Adult Learner: An Annotated Bibliography

Boyd, B. & M. W. Griffith. Critical professional need: The counselor for women. Adult Leadership, 1973, 22:5, 161-2.

In recent years, there has been a rapid increase in the number of women entering the labor force. According to the authors of this article women now represent 43% of the labor force. There are several factors operating in a woman's mind which lead to confusion as far as her identity in the work world: childhood conditioning, salary differential, child-bearing role, sexual discrimination, and the effect of mass media.

Even though there has been a broad expansion in programs for adults returning to school, extensive vocational guidance and counseling programs for the adult woman--before, during and following completion of a particular program--don't exist. The needs of women returning to school (and her needs are different than those of men) have been essentially ignored in the guidance structure.

Personal factors in relationship to age and family status must be dealt with or there is a strong possibility that these factors might interfere with effective work performance. It is also important for the adult female not to discount her past learning experiences in and out of school.

It is important for the counselor in assisting with the usual decision-making process to be aware of the biological and psychological implications of the various stages in the life of a woman. There are many cultural and environmental stimuli that influence the female throughout her lifetime which can conflict in deciding upon a course of study. Modifications in textbooks, curriculum, and mass media may help to reduce the conflict resulting from the stereotype that a woman "belongs in the home".

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Caffarella, R. The counseling process and continuing education. Adult Leadership, 1974, 23:6, 181-3.

This article explains how the counseling process in continuing education functions on three different levels: (1) working directly with the student in a variety of ways ranging from individual counseling to job referrals; (2) working with instructors and administrators as a resource person; and (3) providing a liaison with community groups that would work with the school and the adult student.

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Counseling and Interviewing Adult Students. The National Association for Public Continuing and Adult Education, 1960.

A major focal point of this article is characterizing the student as an adult who: (1) is a voluntary student; (2) is usually a part-time student,

often with heavy home and job responsibilities; (3) has probably been away from school for some time; (4) re-enters with a great deal of insecurity concerning his/her learning abilities, frequently with a previous poor school record which might add to his/her initial insecurity; (5) is motivated to improve his/her status or better a past education which is viewed as inferior.

The adult counselor must make the decision to advise the adult student in a number of meaningful directions. Moreover, not all problems are soluble within the educational institution as the returning adult student might be in need of medical care, marital counseling, job counseling, psychiatric advice, etc.

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Tooley, B. F. & W. F. White. Motivational patterns of a select group of adult evening college students. The Journal of Educational Research, 1968, 62:2, 65-6.

In a study of seventy evening college students examined with the Motivational Analysis Test, it was shown that the motives of wives and sweethearts exerted a great influence upon the success or failure of male students.

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Farmer, J. A. & R. G. Williams. An educational strategy for professional career change. Adult Leadership, 1971, 19:10, 318-20.

This article cites increasing evidence that large numbers of 30, 40 and even 50 year old persons in a variety of professions are becoming involved in the career changing process. The latest statistical figures from the 1970 Manpower Report of the President indicates unemployment of professional and technical workers has gradually risen from 3% in 1958 to 5.1% in 1969. According to this article, in addition to the unemployed professionals searching for work related to their particular fields many others are seeking to change careers.

According to the author, the maladaptive behavior resulting from lack of informed assistance can range from frenzied trial and error attempts at finding the appropriate occupation to various types of withdrawal from the job market.

The author suggests that it would be more useful to develop assistance seeking behaviors and/or educative coping behaviors. An educational model is proposed entitled Developmental Tasks in Life Stages based on Super's work.

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Gates, T. J. Research projects and current ideas for student personnel workers in adult and evening education. In Clifford, E. W., Cost, R. W., & K. E. Metzger. A Decade of Development: The Best of Ten Years. An anniversary publication of selected papers, Adult Student Personnel Association, Inc., 1973, pp. 12-17.

In our modern society work is generally separated from family life. A man's career, life style, leisure time, and choice of mate are all dichotomized and unconnected. A woman choosing a career must also decide where she would like to live, what kind of life to lead, whether to marry, and whether she wants a family.

Many jobs are demanding more or higher levels of specialization which means more education and higher levels of competitiveness among students seeking to secure jobs which are scarce in number.

The following adult education topics were rated as being critically in need of research: (1) What motivates adults? (2) How do adult education programs encourage motivation? (3) How do social values affect participants and learning? (4) How do you reach the lower social classes? (5) To what extent should the client be involved in determining objectives? (6) How can you measure the effectiveness of adult education? (7) What styles of leadership produce change most efficiently?

According to the author, his work with adults centered around the following assumptions: (1) Adults need to be stimulated toward further self-improvement. (2) Adults want to improve or increase their educational level but are unsure as to how to do it. (3) Due to past unsuccessful experiences with school, many have become disillusioned with education.

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Guidance and Counseling, Handbook for Directors of Continuing Education. Albany, New York: The University of the State of New York, The State Education Department, Division of Continuing Education, 1973, pp. 46-50.

A guidance program in continuing adult education should concentrate on the total development of the individual and should provide for: (1) personal growth; (2) value clarification; (3) making choices; (4) recognizing and organizing decision-making skills; (5) adapting to living in a modern, technical society; (6) identifying and recognizing one's individual strengths and weaknesses.

An individual through participation in a guidance program can learn to confront his problems, act on his own sense of values, and develop capabilities to interact with other humans.

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Hartwig, J. E. An Investigation of Adult Counseling and Guidance Programs in the Nineteen Public Community Junior Colleges in the State of Kansas, 1973.

The purpose of this study was to investigate the role and scope of adult counseling and guidance programs in the nineteen public community junior colleges in the State of Kansas. The data was collected from two populations: (1) Counselors who counsel primarily with adults, and (2) Immediate administrators of adult education, community services, or continuing education programs.

Data was obtained from every person represented in the population by a personal visitation to each public community junior college involved in the study.

An important element of the book is a presentation of the characteristics of adult students. Hartwig suggests: (1) The adult comes to school as a means to an end. (2) The adult has long ben exercising independence in other areas of his/her day-to-day existence and wants to persist in making his/her own decisions. (3) The adult has experienced a lot more than youth and has more to contribute in certain learning situations. (4) An adult enters a learning environment to attain the immediate use of what is learned in order to help in the solution of immediate life problems. (5) Whereas youth are required to attend school by law and by pressures from parents, friends and peers, adults go because they want or need to do so.

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Hartwig, J. E. Skills for Adult Guidance Educators: Handbooks. Portland, Oregon: Northwest Regional Educational Laboratory, April, 1975.

The SAGE system was developed by the Project for Developing Adult Counseling and Guidance programs throughout the United States. A series of 12 handbooks each with different objectives and learning exercises have been produced. (1) Guidance and Counseling Theory and Techniques (2) Skills in Group Counseling (3) Retirement and Leisure Counseling (4) Career Development (5) Toward Interracial and Intercultural Understanding (6) Identifying Community Resources (7) Exploring the Labor Market and Discrimination (8) Designing and Co-ordinating the Adult Counseling and Guidance Program (9) Using the Team Approach in Adult Counseling and Guidance Programs (10) Retention and Follow-up of Adult Students (11) Selecting Assessment Instruments (12) Proposal Writing.

Included in each set of booklets are answer keys for questions which can provide pre- and post-assessment sections for each program discussed in a particular handbook. There are three types of keys: (1) specific answer keys, (2) generalized suggestions or guidelines, and (3) no specific right or wrong answers.

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The Instructor and the Adult Learner, Handbook for Directors of Continuing Education. Albany, New York: The University of the State of New York, The State Education Department, Division of Continuing Education, 1973, pp. 33-41.

According to this article, the human brain achieves peak efficiency at about 50 years of age while physical attainment is greater between 20 and 30 years of age. The young tend to learn by trial and error whereas older people ask questions and tend to learn more efficiently through abstract reasoning. The older person's handicap is the belief that he/she cannot learn.

Older people have three advantages over younger persons: (1) experience or adapting previous knowledge or skill to new learning; (2) maturity or reflecting on and starting new learning in a cautious manner; and (3) judgment which is superior to that of those without experience and maturity.

The best qualities of mind--creative imagination, reasoning, and other higher functions--increase with age at least to 50 with no evidence of a severe decline for several years beyond 50.

As the adult ages, feelings of inadequacy, anxiety, loneliness, guilt and suspicion may occur. Interests seem to narrow and become more conservative. The adult tends to live in the past and the ability to adjust to change decreases. It is the fear of aging, rather than aging itself which is seen as bringing about deterioration.

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Jackard, C. R. Adult counselors and counselors in the community college. Adult Leadership, 1973, 21:9, 281-2.

This article discusses how the needs of adults are different from those of their younger counterparts stressing the adult students' need to have their goals realistically attainable and clearly defined.

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Kaback, G. R. Implications for counseling the adult. In Clifford, E. W., Cost, R. W., & K. E. Metzger. A Decade of Development: The Best of Ten Years. An anniversary publication of selected papers, Adult Student Personnel Association, Inc., 1973, pp. 29-32.

The article begins with a definition of counseling as ". . . a systematic exploration of self and/or environment by a client with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that behavior modifications or decisions are made on the basis of greater cognitive and affective understanding."

Whether the adult is independent or dependent, resourceful or not, he/she has spent a considerable amount of time debating about whether to see a counselor. Even after deciding to see a counselor the adult is fairly skeptical about the value of the experience.

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McDaniel, R. R. Needed--new forms of services to adult students. In Clifford, E. W., Cost, R. W., & K. E. Metzger. A Decade of Development: The Best of Ten Years. An anniversary publication of selected papers, Adult Student Personnel Association, Inc., 1973, pp. 25-28.

McDaniel also cites the high degree of anxiety and fear among adults returning to school. Group counseling is suggested as an effective means of reaching those adults who have been asked to leave for academic reasons. Special counseling techniques are seen as needed for adults who reenter an institution and are disillusioned by their initial exposure. Counseling programs also need to be developed to help returning students who have been disillusioned by previous exposure to the educational system.

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Matson, J. E. A perspective on student personnel services. Junior College Journal, 1972, 4, 48-52.

This study of different student personnel programs in community colleges is a follow-up to the 1965 McConnell-Raines study of student personnel programs in community colleges. Results are discussed within the following areas: (1) Personnel Administration (2) Educational and Vocational Background (3) Budget and Organization (4) Full-time Assignment of Staff (5) Decentralization of Services (6) Extension of Services to the Community (7) Major Problems (8) Further Analysis.

Some of the major problems blocking the implementation of student personnel programs according to the respondents were lack of adequate funding and consequently the need for more professional or clerical staff; and inadequate professional support for the student services area from administration, faculty, governing boards, and the community with a particular emphasis on the lack of faculty understanding and support.

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Methods of Instruction, Handbook for Directors of Continuing Education. Albany, New York: The University of the State of New York, The State Education Department, Division of Continuing Education, 1973, pp. 42-5.

One of the major obstacles to adult learning has been that teachers consistently use traditional methods of instruction. Adult instruction has largely consisted of teaching adults as if they were children. The result is that adult education has not been effective in dealing with attitudes, world views, and approaches to life basic to one's adult status. "The art and science of helping adults to learn--based on crucial assumptions about the difference between children and adults as learners--is known as 'andragogy'."

From an educational perspective, adult means to be self-directing. Adults tend to react resentfully and resist being put into situations in which they feel that others are imposing their will on them. 'Andragogy' is based on the assumption that the most significant need of an adult is to be treated as an adult.

Along with the adult's personal goals and objectives, the adult carries his/her own cognitive learning style. Some prefer visual stimuli such as books, pictures, films, etc. Others want auditory stimuli from records or speakers. The point to be stressed is that adults respond to a variety of educational techniques and the ones that parallel the mode used in their non-institutional learning is likely to be the most effective.

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Meyer, P. Counseling the adult student. In Clifford, E. W., Cost, R. W., & K. E. Metzger. A Decade of Development: The Best of Ten Years. An anniversary publication of selected papers, Adult Student Personnel Association, Inc., 1973, pp. 53-7.

This article mainly focuses on informing the reader of the variables that are unclear in a counseling relationship and raises several fundamental questions such as: (1) If the helping relationship is individually oriented, how can this process be transmitted? (2) How can counselors be free to grow as the client grows in the process of changing? (3) How can educational programs be structured to incorporate 'the relationship' as a central component to learning?

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Mulvey, M. Adult referral and information service in education. ERIC Reports, 1970.

In counseling women returning to school who have been out of school and working for quite some time it may be necessary to deal with fears of: (1) inadequacy, (2) examinations, (3) inability to study and read rapidly, (4) class discussion, (5) being out-of-date, (6) competition from adolescents, (7) failure, and (8) being unemployable, as well as dealing with both personal adjustment and social problems.

Individuals may be reacting to stress brought on by such problems as needing to set priorities, budgeting one's time, searching for one's identity, and conflicts in social roles and self/social expectations.

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Williams, G. F., Lindsay, C. A., Burns, M. A., Wyckoff, J. H., & H. W. Wall. Urgency and types of adult counseling needs among continuing education students. Journal of College Student Personnel, 1973, 14:6, 501-3.

The purpose of this study was to collect planning and staff information for the establishment of an educational counseling service for adult students within the Continuing Education Division of Pennsylvania State University. Data was to be collected to help determine the urgency for and the types of counseling services desired by adults enrolled in the university's Continuing Education Division.

In the Spring 1972 term 19,884 CE adult students were sampled in the survey and 9,283 or 47% completed the questionnaire. Adults were asked questions

about their reasons for enrolling in continuing education credit courses, their need for counseling services and the types of counseling services they would prefer.

The type counseling service, if one were to structure the service according to the responses of CE students, would largely focus on meeting the needs of adults contemplating a career change. Thirty-four percent of the respondents indicated an urgent need for counseling services and 60% desired administrative advice as a form of counseling service.

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Yanitelli, F. V. The programming and counseling of adult transfer students. In Clifford, E. W., Cost, R. W., & K. E. Metzger. A Decade of Development: The Best of Ten Years. An anniversary publication of selected papers, Adult Student Personnel Association, Inc., 1973, pp. 4-8.

According to the author, the need for education is imposed on everyone by historical necessity. In an affluent society to live life at the lowest level, "higher education will become a civil right." This ethic places pressure on those who are working to improve through more schooling in order to make progress on the job.

The author feels that vocational research has neglected the problem of the evening adult student in that their needs are different than the day student's needs. For example, evening students often need to change jobs and residence before graduation which may take 5 to 10 years after matriculation. Marital counseling is much needed as well as a study of the effects of stress on the family because the student frequently must be at the library studying. There is also a great need for financial aid.

There are thousands of adults like yourself taking courses in Wisconsin Schools of Vocational, Technical and Adult Education. This brief questionnaire attempts to identify your concerns so we can review our policies and better utilize staff in meeting these concerns.

DIRECTIONS: PLEASE CHECK THE APPROPRIATE SPACE OR PROVIDE THE REQUESTED INFORMATION.

1. Sex: _____ male _____ female

2. What is your age group?

   _____ under 21 _____ 21-25 _____ 26-35 _____ 36-49 _____ over 50

3. Are you: _____ single, widowed, divorced, separated with no children under 18 at home.

   _____ single, widowed, divorced, separated with children under 18 at home.

   _____ married, with no children under 18 at home.

   _____ married, with children under 18 at home.

4. Are you a full-time student? _____ yes _____ no

5. Before taking the present course, how many years has it been since you were last enrolled in an educational institution? _____

6. Circle highest grade completed: 8 9 10 11 12 13 14 15 16

7. What program or course are you enrolled in?

   _____ associate degree program
   _____ one-year diploma program
   _____ two-year diploma program
   _____ a certificate program (less than one year)
   _____ general education class
   _____ adult basic education class
   _____ trade extension class
   _____ trade proprietary class
   _____ enrichment course
   _____ other (please describe)_____

   _____

8. Please check all the reasons which you had for returning to school:

   _____ prepare myself for a job or line of work.
   _____ sharpen my skills so that I can be better at or advance in my job.
   _____ want to change jobs.
   _____ make new friends or be with friends.
   _____ other (please describe)_____

PLEASE RETURN THIS TWO-PAGE QUESTIONNAIRE TO:

Mr. Henry Wallace
Northeast Wisconsin Technical Institute
Student Services - Room 3332
2740 West Mason Street
Green Bay, Wisconsin 54303

DIRECTIONS: PLEASE CHECK EACH ITEM BELOW WHICH CONCERNS YOU.

1. _____ Needing more information about jobs and occupations.
2. _____ Needing to know more about my vocational abilities.
3. _____ Not having a well-planned program.
4. _____ Afraid of being unemployed after I complete my program.
5. _____ Outside activities interfering with my getting my school work done.
6. _____ Family not supportive of my being in school.
7. _____ Not having enough money to pay for my education.
8. _____ Having trouble arranging for transportation to and from school.
9. _____ Difficulty giving oral reports in class.
10. _____ Trouble getting my studies done on time.
11. _____ Concern about how well I do on examinations.
12. _____ Being required to take courses I don't like.
13. _____ Some difficulty with mathematics.
14. _____ Discouraged when I don't know what is expected of me in class.
15. _____ Failing a course.
16. _____ Having difficulty writing papers or getting my ideas down in writing.
17. _____ Finding some of my teachers too hard to understand.
18. _____ Finding some of the textbooks too hard to understand.
19. _____ Having some trouble because I am a slow reader.
20. _____ Having trouble taking notes in class or outlining the material I am supposed to learn.
21. _____ Not enough chance to talk with my instructors.
22. _____ Some classroom tests seem unfair.
23. _____ Very conscious of my personal appearance (e.g., differences in clothes, etc.) compared with most students.
24. _____ More trouble concentrating on my studies than most students.
25. _____ Conscious that what I think is important in life is not shared by most students.

This questionnaire examines some concerns you might have in considering whether to return to school or not. You are being asked to take less than five minutes to complete this questionnaire so we can develop a more effective adult counseling program. If you have any questions, please contact me. Thank you for your cooperation.

DIRECTIONS: PLEASE CHECK THE APPROPRIATE SPACE OR PROVIDE THE REQUESTED INFORMATION.

1. Sex: _____ male _____ female

2. What is your age group?

_____ under 21 _____ 21-25 _____ 26-35 _____ 36-49 _____ over 50

3. Are you: _____ single, widowed, divorced, separated with no children under 18 at home

_____ single, widowed, divorced, separated with children under 18 at home

_____ married, with no children under 18 at home

_____ married, with children under 18 at home

4. Would you become a full-time student? _____ yes _____ no

5. How many years has it been since you were formally enrolled in an educational institution? _____

6. Circle highest grade completed: 8 9 10 11 12 13 14 15 16

7. What kind of program or course would you enroll in?

_____ associate degree program
_____ one-year diploma program
_____ two-year diploma program
_____ a certificate program (less than one year)
_____ general education class
_____ adult basic education class
_____ trade extension class
_____ trade proprietary class
_____ enrichment course
_____ other (please describe) _____

_____

8. Please check all the reasons which you might have for returning to school.

_____ prepare myself for a job or line of work.
_____ sharpen my skills so that I can be better at or advance in my job.
_____ want to change jobs.
_____ make new friends or be with friends.
_____ other (please describe)_____

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Mr. Henry Wallace
Northeast Wisconsin Technical Institute
Student Services - Room 3332
2740 West Mason Street
Green Bay, Wisconsin 54303

ED 003 457

DIRECTIONS: PLEASE CHECK EACH ITEM BELOW WHICH WOULD CONCERN YOU IF YOU WERE TO RETURN TO SCHOOL.

1. _____ Needing more information about jobs and occupations.
2. _____ Needing to know more about my vocational abilities.
3. _____ Being unemployed after I complete my program.
4. _____ My outside activities interfering with getting my school work done.
5. _____ My family not being supportive of my being in school.
6. _____ Having enough money to pay for my education.
7. _____ Arranging for transportation to and from school.
8. _____ Giving oral reports.
9. _____ Doing well on examinations.
10. _____ Being required to take a course I would not like.
11. _____ Having some difficulty with mathematics.
12. _____ Getting discouraged if I didn't know what was expected of me in class.
13. _____ Failing a course.
14. _____ Writing papers or getting my ideas down in writing.
15. _____ Finding some of my teachers too hard to understand.
16. _____ Finding some of the textbooks too hard to understand.
17. _____ Being a slow reader.
18. _____ Taking notes in class or outlining the material I am supposed to learn.
19. _____ Being conscious of my personal appearance (e.g., differences in clothes, etc.) compared with most students.
20. _____ Being aware that what I think is important in life is not shared by most students.